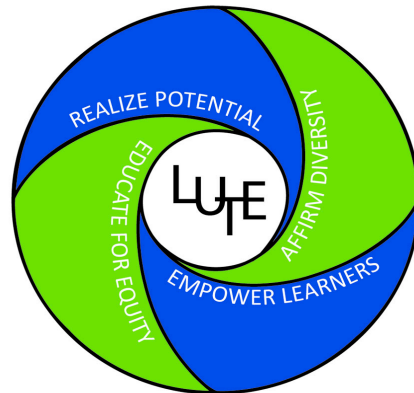


LUTE



LEHMAN URBAN TRANSFORMATIVE EDUCATION
SCHOOL OF EDUCATION
LEHMAN COLLEGE, CUNY

Lehman Urban Transformative Education

Conceptual Framework (2012)
The School of Education
Lehman College of The City University of New York



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ACKNOWLEDGMENTS

The School of Education, formerly the Division of Education, at Lehman College, The City University of New York, first articulated a conceptual framework in 2002, then known as Lehman Urban Teacher Education (LUTE). In response to the complexities of an educational system as vast as New York City's and to address pressing needs, the LUTE was revised in 2007 and included the addition of two new degree programs, School Counselor Education and Educational Leadership. In 2011, the framework was reviewed again and renamed Leading Urban Transformative Education. Though the acronym remained the same, the framework articulated a bolder vision. In 2012, the School of Education re-examined the LUTE to ensure that it reflected current intentions and future aspirations. The 2012 LUTE was presented to numerous communities for refinement and, ultimately, approval by School of Education faculty, Lehman's liberal arts faculty, and preK-12 partners.

The 2012 conceptual framework, **Lehman Urban Transformative Education**, expresses our commitment, as leaders, practitioners, and partners, to concerted efforts to improve the lives of individuals, to engage in social issues, and to increase institutional possibilities. Many people have contributed to the LUTE's evolution and are too numerous to name. We wish to thank those who contributed previously and to acknowledge our gratitude to those who have been instrumental in shaping our present understanding and vision.

LUTE Committee

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A special thank you to Anne Campos, Maryann Gerbacia, and Karen Fairclough for their editing attention and skill.

INSTITUTIONAL CONTEXT

The City University of New York (CUNY)

As the premiere “People’s University,” CUNY promotes intellectual achievement, career and college access, and personal and social success for the public good. As the largest provider of public school personnel, CUNY is inextricably linked to New York City’s public school system of 1,400 schools, 1.1million students, and 80,000+ educators. More than the aggregate of senior colleges, community colleges, and professional schools, each with their own challenges and expectations, CUNY represents a philosophical ideal. Millions of people from diverse linguistic and cultural backgrounds have been transformed into an extensive community of citizens who provide leadership in the City and State, throughout the United States, and around the world.

Lehman College

As a senior college in the CUNY system, located in the Bronx, Lehman College upholds the University’s goals for educational and personal advancement by providing undergraduate and graduate programs in the liberal arts, education, and environmental and health sciences, and by offering adult and continuing education options. As the only public liberal arts college in the borough, Lehman College is a unique intellectual, economic, and cultural center within the Bronx and surrounding region. The College’s objectives for meeting the educational needs of diverse populations are to:

- provide access to a common body of knowledge and opportunities to develop a lifelong love of learning;
- promote excellence in scholarship, teaching, research, and artistic endeavors;
- develop abilities to think analytically and creatively;
- broaden educational opportunities through joint programs with other institutions locally, nationally, and internationally;
- foster understanding of and respect for such differences as gender, age, ethnicity, culture, religion, sexual orientation, and physical ability;
- advance the understanding and use of emerging technologies;
- serve as a center for the continuing educational and cultural needs for the region through access to the College’s facilities and expertise in the academic disciplines, professional fields, and the fine and performing arts.

To advance and reinforce these objectives, the College has, in recent years, embarked upon new directions as an institution of higher education. In addition to supporting outstanding faculty, dedicated staff, theaters, a superb library and art gallery, a speech and hearing clinic, and athletic facilities, the College has initiated an ambitious plan for building a state-of-the-art,

environmentally “green” science complex. The development of this complex will invigorate faculty and student research as well as prepare students for science-based careers. Supported by CUNY’s expanding technological resources, the College is also promoting use of creative teaching strategies, greater access to courses through online learning, off-campus access to the library, and enhanced student services. The new Multi-Media Center is stimulating technological innovation in all areas of communications and the arts within the Bronx and region. In keeping with the College’s commitment to multicultural understanding, Lehman College also intends to provide a residential experience to attract a wide range of students and strengthen the development of new learning.

The College further prepares students to live and work in a global community through interdisciplinary programs, such as environmental studies and international business, study abroad, and experiential learning opportunities. Lehman’s geographic information systems and partnerships with schools, hospitals, social service and governmental agencies, small businesses, major corporations, and cultural and scientific institutions contribute to the economic development of the region. Service learning and internship opportunities foster the engaged citizenship and commitment to public service embodied in our namesake, Herbert H. Lehman.

Recognized for small classes, close interaction between students and faculty, a successful Honors College, and a caring and supportive environment, Lehman will celebrate its 50th anniversary in 2018, as the College of choice in the region.

The School of Education

The School of Education upholds the CUNY and College commitments to access, excellence, and multicultural understanding through academic departments that are dedicated to the development of dispositions and practices that affirm diversity, creativity, critical thinking, integrity, and technological expertise of 21st Century tools and skills. The Departments include: Early Childhood and Childhood Education; Middle and High School Education; and, Counseling, Leadership, Literacy, and Special Education. Institutes and Centers within the School of Education bridge and support the work of faculty and students by reaching individuals and communities beyond Lehman College’s gates—PreK-12 public and charter schools, families, parents, community-based organizations, government agencies, cultural institutions, and professional groups.

To meet the needs of a wide range of individuals—diverse in age, gender and sexual orientation, ethnic, cultural, linguistic, social, and religious/spiritual backgrounds, as well as in identity development, ability/disability, and family types—the School of Education strives to:

- prepare effective teachers, school counselors, and school leaders for a variety of settings;
- promote use of data, evidence-based practice, and scholarship to close achievement, opportunity, and attainment gaps and to ensure college and career readiness for every student;

- participate in school-community-family partnerships and professional organizations in order to effect change in educational policies and practices;
- empower individuals (students, alumni, and other partners) to serve as leaders and advocates for equity and social justice.

These expectations are grounded in a set of beliefs that undergird all of our work with children, adolescents, adults, and families who are served by our pre-service and in-service educators. We believe high-quality educational experiences:

- depend on preparation that emphasizes essential knowledge, skills, dispositions, practices, and effective assessments to ensure that graduates will have a positive impact on PreK-12 students and schools;
- are socially-constructed and require caring and supportive relationships in a network within and beyond the School of Education to foster learning that is meaningful and relevant;
- respect and reflect the diversity and contexts of individuals to support development of productive citizens and communities;
- promote partnerships that embrace the transformative potential of education to cultivate lifelong growth and learning.

The School of Education strives for continuous improvement. Unit and program level quantitative and qualitative data are collected and analyzed regularly and systematically and used to support evidence-based decision-making. A description of the School of Education assessment system and an explanation of how it aligns with the LUTE framework can be found in the [Lehman College School of Education Assessment Handbook](#).

Lehman College School of Education educators effectively and seamlessly weave technology into a strong foundation of content, cognitive, social-emotional processes, and pedagogical knowledge using professional expertise of 21st Century tools and skills. Supporting the four LUTE themes, educators inspire, inquire, integrate, innovate, and influence teaching and learning with technology by:

- Collaborating, evaluating, and demonstrating best practices;
- Integrating existing and new technologies and multimedia communication to develop engaging learning experiences, content, authentic assessment, and research;
- Using technology to differentiate curriculum and instruction for diverse learners;
- Empowering leaders, teacher, and school counselor candidates with skills to ensure PreK-12 student achievement and success;
- Understanding and using the power and potential of technology, digital media, and/or social networking in advocacy and social justice work.

VISION, PURPOSES, AND PROFESSIONAL COMMITMENTS

Vision and Purposes

Education has the power to transform individuals and communities. Because we believe in the capacity of all individuals to attain their educational, occupational and personal goals, we understand education as an ongoing and transformative process that supports lifelong growth and the development of people, communities, and institutions.

The **Core Purposes** of Lehman College's School of Education are to:

- understand and affirm linguistic, ethnic, and cultural diversity as foundations for learning, teaching, counseling, and leading in educational settings;
- create educational settings where human relationships are nurtured and where students acquire academic and personal/social skills that prepare them for success;
- create educational cultures, climates, policies, and practices that are safe, equitable, and responsive to changing needs.

To enact these purposes, we recruit and retain faculty and students who are ethnically and culturally diverse, globally aware, knowledgeable, and principled.

Professional Commitments

We draw upon a richly diverse body of knowledge and experience to inform our practice as teacher, school counselor, and school leader. We come together at the interstices of numerous disciplines and practices and multiple perspectives and ways of knowing because we share a common commitment to urban transformative education. Education is about ensuring that every student achieves his or her academic, career, and college goals.

- We believe that quality learning for students depends on quality learning for educators. Each educator preparation program must identify essential knowledge, skills, and dispositions and assess them in their candidates in order to ensure that graduates will have a positive impact on PreK-12 student populations.

To be transformative, learning is socially constructed, ideally within a network of caring and supportive relationships. Although we are housed in different places within and outside of the College, and although our knowledge bases and philosophies of education may differ, we are all committed to excellence in teacher, school counselor, and school leader education.

- We believe that the School of Education is responsible for preparing teachers, school counselors, and school leaders who are capable of transforming the lives of students.

To make a difference in the lives of students, each of our programs is designed to help graduates develop a sense of efficacy and a belief that they can be agents of transformation.

- We believe that the diversity of our candidates, which reflects the borough of the Bronx and surrounding communities, is essential to the quality of our programs.

Lehman College students come from diverse ethnic, cultural, linguistic, social class, age, religious/spiritual, gender, sexual orientation, gender identity/expression, language, ability/disability, immigrant cultural communities and varied family types. Many of our candidates are from immigrant families, have acquired English as a second language, and are first generation college students. Their perspectives as emerging teachers, school counselors, and leaders have a profound impact on the School of Education. The children, adolescents, adults, and families that our pre-service and in-service educators serve also shape our identities as teacher, school counselor, and leadership educators. As we disaggregate data from our interventions using equity-focused assessment, we find compelling evidence of the importance of our work.

- We believe in the rich contribution of each of our educational partners in transformative practice.

The School of Education serves the Bronx and our surrounding communities through partnerships and outreach programs that engage community leaders, teachers, school counselors, school administrators, families, and PreK-12 students in activities and projects that enhance the lives of individuals and the community as a whole.

LUTE Themes

Four themes guide our work as teacher, school counselors, and educational leaders and shape our interactions with liberal arts colleagues and school- and community-based partners. These themes are interrelated and reinforce our efforts to serve as catalysts for leading urban transformative education. They are evident in program design, curriculum, instruction and assessment, and they bolster the knowledge, skills, dispositions, and practices that we expect Lehman College School of Education graduates to demonstrate once they complete their studies.

Theme I - Empower Learners. School of Education faculty, staff, candidates, and alumni are empowered, through participation in collaborative inquiry and shared decision-making, to promote and support innovative practices in educational settings.

Theme II – Educate for Equity. School of Education faculty, staff, candidates, and alumni are mindful of inequities and advocate for social justice as they work on closing achievement, opportunity, and attainment gaps.

Theme III: Realize Potential. School of Education faculty, staff, candidates, and alumni are sensitive to the needs of the whole child/adolescent/adult. At every level, educators must help students to realize their potential by establishing rigorous academic standards, using assessment to track progress, attending to diverse learning styles/needs, and taking into account social/emotional factors that contribute to or impede school success.

Theme IV – Affirm Diversity. School of Education faculty, staff, candidates, and alumni affirm diversity by creating environments that ensure safety, equity, and appropriate outcomes for all learners and educators. We recognize the importance of school-family-community partnerships as essential educational contexts, knowledge bases, and sources for inquiry.

Lehman graduates must demonstrate evidence-based outcomes that are linked to the working themes that we value as well as the knowledge, skills, practices, and dispositions that we expect graduates to develop (see Appendix B).

DEPARTMENTS

Overview

The Lehman College School of Education first received NCATE accreditation as a Division of Education in 2002 and, again, in 2007. Accreditation in 2015 will be the first as a School of Education. Each of our departments, and the programs within them, is guided by our conceptual framework. Our framework anchors our approaches to facilitating transformative education. The framework is also integrally rooted in our conceptual and pedagogical foundations for stimulating and supporting the development of knowledge, skills, dispositions, and leadership potential that are crucial to working effectively in urban schools and communities. Detailed information for each of our programs is available on the Lehman College website (www.lehman.edu).

The curricula and courses of the Early Childhood and Childhood Education, Middle and High School Education, and Counseling, Leadership, Literacy, and Special Education Departments reflect the knowledge that faculty across departments and schools within Lehman College intend to impart. The curricula and courses also reflect the pedagogical, counseling, and leadership orientations that are needed to nurture strong and effective teachers, school counselors, and educational leaders. Prospective teachers, school counselors, and school leaders develop broad knowledge of human development, upon which their understanding of pedagogy, counseling, and leadership skills and dispositions rest. All of our courses and field experiences develop critical thinking, reflection, data-driven equity assessment, problem-solving abilities, knowledge, and dispositions.

The pedagogical, counseling, and leadership content of the courses within our departments integrates theory with practice. Extensive field-based experiences, arranged in collaboration with schools and community organizations, complement and reinforce students' courses of study. Students gain valuable knowledge and insights in relation to the people and to the institutions that they may ultimately serve. In contexts, within and outside of Lehman College, students also gain valuable knowledge and insights from new technologies and first-hand experiences in dynamic environments. Prospective teachers, school counselors, and school leaders are further supported through advising, practica, student teaching, internships, support services, access to technology, and mentoring opportunities after they graduate.

The School of Education monitors and continually assesses its learning environments to ensure that all contexts for learning emphasize high academic expectations and promote respect, appropriate assessments, innovation, and advocacy. Faculty model pedagogical, counseling, and leadership practices that reflect LUTE working themes. In addition, programs provide opportunities for faculty and students to reflect on the mission of education in a culturally- and linguistically-diverse society. By honoring individual and communal voices, values, and beliefs, these inquiries generate knowledge, affirm individual and group identities, and narrow achievement, opportunity, and attainment gaps.

Ongoing self-assessment and evaluation are part of the commitment of the faculty as a community of teachers, school counselors, leaders, and learners and are incorporated in all aspects of our work. Assessment practices are reflective, multifocal, and performance- and outcome-based. Ongoing assessment: 1) supports reflective development; 2) documents candidates' experiences for review by faculty and peers; 3) identifies candidates' strengths, areas for improvement, and attention to next steps in development as teachers, school counselors, and leaders; 4) recommends changes to improve the quality of School of Education offerings; and, 5) provides a baseline for future employers.

The Department of Early Childhood and Childhood Education (ECCE)
(<http://www.lehman.cuny.edu/academics/education/early-childhood-education/index.php>)

Undergraduate Education. The Lehman Undergraduate Childhood Certification program leads to initial New York State teaching certification in Early Childhood (birth - grade 2) or in Childhood Education (grades 1-6). Each program offers a bilingual extension.

Our undergraduate program includes: a liberal arts core, major, and coursework in the foundations of urban education; child observation and learning; work with communities and families; the teaching profession; and teaching math, science, language arts, music, art, and social studies to children. Students complete a program portfolio in which they must provide

evidence of how they meet the performance indicators within each of the four working themes that guide our programs.

Graduate Early Childhood Education. The Lehman Graduate teacher preparation program in Early Childhood Education leads to initial and professional New York State teaching certificates in Early Childhood (birth - grade 2) and offers an extension in bilingual education. Our program is designed to stimulate and support practitioners in urban early childhood settings. Our students work in infant and child care settings, Head Start programs, and in our public and private school systems, in pre-kindergarten, kindergarten, first and second grades.

Graduate Childhood Education. The Lehman Graduate teacher preparation program in Childhood Education leads to initial and professional New York State teaching certificates in Childhood (grades 1-6) and offers an extension in bilingual education. The program is designed to stimulate and support practitioners in urban childhood settings. Our students work in private and public school settings from first through sixth grade.

The Department of Middle and High School Education (MHSE)
(<http://www.lehman.edu/academics/education/middle-high-school-education/index.php>)

The Department of Middle and High School Education works to develop collaborative teachers who understand the needs of the diverse learners that they will be working with in the Bronx, the City, the State, and other locations around the country. We prepare educators who are lifelong learners, content specialists with a deep knowledge and understanding of pedagogy, and actively engaged in professional and school communities.

Undergraduate Middle and High School Education. Undergraduate Teacher Education Program sequences have been designed for students seeking certification in the subject areas of English, Foreign Language, Mathematics, Science, and Social Studies. Students are required to complete a major in the academic area in which they expect to teach. Consistent with all New York State Certification requirements, undergraduate students will need to complete the appropriate liberal arts core requirements.

Graduate Middle and High School Education. The Department of Middle and High School Education has graduate teacher education program sequences in English Education (grades 7-12), Mathematics Education (grades 5-9 and 7-12), Science Education (grades 7-12), Social Studies Education (grades 7-12), and TESOL Education (PreK-12).

Additional Programs. The Department of Middle and High School Education also offers programs that lead to certification in Music Education, Art Education, and Health Education, in collaboration with those particular Departments.

The Department also offers Advanced Certificates in all of the academic subject areas and TESOL. A Bilingual Extension PreK-12 is also available for teachers who are already New York State certified in an academic subject area.

The Department of Counseling, Leadership, Literacy, and Special Education (CLLSE)
(<http://www.lehman.edu/academics/education/counseling-leadership-literacy-special-education/index.php>)

Graduate Counselor Education/School Counseling. The Lehman Counselor Education/School Counseling Graduate Program leads to initial and permanent School Counselor Certification in New York State. Counselor Education students are also encouraged to pursue national school counselor certification through the National Board of Certified Counselors and the National Board for Professional Teaching Standards. Counselor Education faculty and students collaborate with Bronx and other New York City borough-based and suburban K-12 public and private schools, as well as college counseling and community-based organizations.

Graduate Educational Leadership. The Lehman Educational Leadership Graduate Program leads to New York State Initial Certification as a School Building Leader (SBL). An Advanced Educational Leadership/District Leader Extension Program leads to an Advanced Certificate and a Professional Certification as a School District Leader. An Advanced Certificate in Educational Leadership leads to New York State Professional Certification as a School District Leader (SDL).

Graduate Literacy Studies. The Lehman Graduate Literacy Studies Program leads to a Master of Science in Education degree. Registered in New York State, the program leads to professional certificates for teaching literacy in three different concentrations: Early Childhood (birth-grade 2), Childhood (grades 1-6), or Middle Childhood and Adolescent (grades 5-12).

Graduate Special Education. Lehman's Graduate Special Education Programs are designed to develop competent, caring, and qualified special educators to teach diverse learners who present with disabilities in both inclusive and specialized urban settings. The programs' philosophical, conceptual, and instructional underpinnings derive from values and standards established by the Council for Exceptional Children (CEC).

CENTERS AND INSTITUTES

The School of Education is home to two institutes and a center: the Institute for Literacy Studies; the Bronx Institute; and the Center for School/College Collaboratives. Each focuses on improving urban education and student progress. All three support a PreK-18 pipeline for diverse, traditional-age and adult students who reside in the Bronx and surrounding communities and provide professional-development opportunities for educators. They enact the School's Core

Purposes and influence, in very significant ways, our concerted efforts to lead and transform educational practices in urban contexts. The activities of the two institutes and center are funded by local and national entities in the public and private sectors.

The Institute for Literacy Studies (ILS). The ILS advances urban education reform by strengthening literacy and mathematics education in K-12 schools throughout New York City and by supporting teachers as key educational decision-makers. ILS staff members provide direct services for adult learners, and they conduct professional development, program evaluations, and research projects in educational settings ranging from schools to colleges and community organizations. Key programs include: the Lehman College Adult Learning Center, the New York City Writing Project, the New York City Mathematics Projects, Community-Based Youth Literacy, and the Elementary Teachers Network. (<http://www.lehman.cuny.edu/deanedu/litstudies/index.html>)

The Center for School/College Collaboratives (CS/CC). CSCC has established pipeline programs that are designed to assure student preparedness for educational transitions from middle school entry to college graduation. CS/CC focuses on improving the educational outcomes for underrepresented and underprepared Bronx students. Key projects include: the Science and Technology Entry Program (STEP); four TRIO programs (Talent Search, Upward Bound, Student Support Services-Careers in Teaching, and Student Support Services-Pathways to Success); College Now; and MGI (Middle Grades Initiative)/GEAR-UP (Gaining Early Awareness & Readiness for Undergraduate Programs). (<http://www.lehman.edu/school-college-collaboratives/index.php>)

The Bronx Institute (BI). BI fosters and promotes equity and excellence in the education and learning of Bronx students in PreK-12 by involving administrators, teachers, parents and students in high quality programs that support and enhance educational opportunities. BI provides services in three areas: youth development, professional development and research/policy. Key projects include: GEAR-UP (Gaining Early Awareness & Readiness for Undergraduate Programs), ENLACE (Engaging Latino Communities for Education), the Center for Academic Excellence, and TELL (Teaching English Language Learners Program). (<http://www.thebronxinstitute.org/>)

CONCEPTUAL FOUNDATIONS RELATED TO TRANSFORMATIVE URBAN EDUCATION

The School of Education's conceptual framework is grounded in sound knowledge, theory, and ongoing research. It emanates from consensus across our departments that our efforts in nurturing highly qualified, effective communicators of best practice will ultimately produce future educators, school counselors, and school leaders of the highest caliber to serve urban

communities. We draw upon a broad and diverse body of knowledge and experience to inform our teaching. Because we come together at the interstices of numerous disciplines and practices and multiple perspectives and ways of knowing, we create fertile ground from which we find important commonalities of values and beliefs about transformative education and schooling. For example, we believe that learning, essential to human development, is socially-constructed, ideally within caring and supportive relationships. We believe that critical analysis of schooling clarifies its relationship to education. Although we are housed in different places within and outside the college, we believe that, together, we present a unified model of reflective practitioners who are committed to excellence in teacher and counselor education. We are keenly aware, however, that content knowledge and supervised clinical practice are necessary, but not sufficient, without emotional intelligence and the wisdom that it provides in guiding our decisions and actions.

Our processes for ongoing reflection on, and assessments about, who we are and what we believe continually restore and reform our philosophical positions on education. While all of the philosophers we have embraced were influenced by many before them, we generally agree that several have an enduring impact on our thinking:

- **Johann Heinrich Pestalozzi's** concern about creating emotionally secure learning environments;
- **Horace Mann's** promotion of the public common school supported by the state as the great equalizer in leveling the playing field for all learners;
- **Jane Addams'** crusade on behalf of urban immigrants' needs for wrap-around collaborative social services available to support schooling;
- **John Dewey's** multiple progressive contributions, while too numerous to fully state include: constructivist thinking; authentic assessment; aesthetic education; cooperative learning; scientific method in problem solving; educating the whole child with no separation between intellect and emotion; learning by doing; and democratic communities of social learning.

While our philosophical position tends to favor student-centered, constructivist orientations that are articulated in the works of **Jean Piaget** and **Lev Vygotsky**, we include components of **B.F. Skinner's** behaviorism regarding outcomes-based standards of measurement, as exemplified by our common formatting of syllabi for our courses. **William Chandler Bagley's** work also influences our philosophical underpinnings, notably his concepts of sequenced curriculum and measurable outcomes and his impact at Teachers College, Columbia University on teacher/professional preparation.

To these, we add the following influences on our current practices:

- **Paulo Freire's** liberation pedagogy for the oppressed;
- **Maria Montessori's** scientifically objective observation of children and the use of specific manipulatives to transform learning;
- **W. E. B. Du Bois's** multicultural perspective;
- **Parker J. Palmer's** lens of spirituality in teaching and its impact upon becoming an effective teacher;
- **Nel Noddings's** ethics of caring in education;
- **Erik Erikson's** stages of social development;
- **Morry Fiddler's** lifelong experiential learning;
- **Howard Gardner's** advocacy for multiple intelligences;
- **Robert Sternberg's** research-based approach to successful intelligence abilities;
- **Jack Mezirow's** transformational theory where certain learning can cause a paradigm shift on future learning;
- **Robert M. Gagne's** view that specific instructional strategies, such as gaining attention, need to be employed for successful learning to occur;
- **Maxine Greene's** impact upon aesthetic education and the transformational power of creativity and imagination.

ALIGNMENT WITH STATE AND NATIONAL STANDARDS

Each of the Departments within the School of Education rely on New York State and National Standards to guide our practice in teaching, counseling, and school building and district leadership (See Appendix B – Chart 2: Our Alignment with State and National Standards). Our faculty are also involved in individual research projects covering a wide array of topics, as listed on the School of Education website (www.lehman.cuny.edu/academics/education). These studies inform our understanding and practices as well as those of a wide range professionals (See the School of Education website for a complete list of faculty research interests and publications).

PARTNERS

Overview

The School of Education serves the Bronx and surrounding communities through continuing partnerships with community organizations, teachers, school counselors, school building and school district leaders, families, PreK-12 students, and alumni who hold teacher, counselor, and leadership positions in Bronx schools and serve as leaders and advocates for equity. Our hope is to improve the quality of life, educational equity, and access for people of all ages and backgrounds.

The School of Education models ways to create internal and external environments where students flourish academically, in career and college access and readiness, and in personal/social competencies. We emphasize data-driven equity assessment in all school policies and practice. Our collaborations with schools, community organizations, and families align with our vision, core purposes, and values. We believe the future of the Bronx is the future of urban education, We cannot overstate the significance of our longstanding commitments to a borough with high percentages of single-parent and first-generation families, with one of the highest poverty rates in the country, and with a high incidence of health-related problems. In keeping with CUNY's mission and Lehman College's goals and far-reaching presence in this borough, we share similar ideals about what can be. We translate those ideals into partnerships and practices that we believe will bring about transformations in a variety of contexts.

Collaborations with PreK-12 Schools

In order to enact and realize the School of Education's Core Purposes, highlighted earlier in the document, we continue to develop strong partnerships with PreK-12 schools. We believe in the rich contribution of each of our educational partners in shaping our transformative practices. Our partnerships are based on mutual respect, common beliefs, and a shared commitment to:

- develop ethnically- and culturally-diverse, globally aware, competent, socially just, caring, qualified teachers, school counselors, and school building and school district leaders;
- understand and affirm linguistic, ethnic, and cultural diversity;
- support school cultures, climates, policies, and practices that are safe, equitable, and responsive to changing needs; and,
- create school climates where human relationships are nurtured, and students receive academic, career/college access, and personal/social competencies to help them reach their dreams.

We work with our partners to provide professional development opportunities and collaborate on a number of other undertakings. These collaborations include use of data, evidence-based practice, research, scholarship, and service to transform the power of urban education in closing achievement, opportunity, and attainment gaps and to ensure college and career readiness for every student. Working in schools also provides our faculty with opportunities to tie theory to practice and advance educational scholarship.

The School of Education supports a Professional Development Network of schools. This partnership focuses on preparing of teachers, counselors, and school leaders. While the sites vary significantly, they were chosen because the teaching and learning that take place in Network

schools align with our conceptual framework and offer our students valuable professional-development experiences. The College has identified three levels of school participation: Professional Development Schools (PDSs), Resource Sites, and Partnership Sites.

In the late 1990s, the NYC Department of Education moved toward breaking up unwieldy, large high schools into small, theme-based secondary schools that would function independently but be housed in one building. Lehman was the only CUNY College to work extensively with the teams that developed these small school proposals. As a result, the College partners with nine small Bronx high schools and has been successful in obtaining continuous funding to sustain student and teacher success.

Our partnerships with PreK-12 schools are also vital connections for students as they complete fieldwork requirements. A majority of School of Education courses require students to spend 10-30 clock hours at an educational site, where they observe and work with individuals and groups. In a capstone placement, for which students must apply, initial teacher education candidates spend extended time—300+ hours—at one or two schools so that they can apply what they have learned. The cooperating teacher and a College supervisor observe, rate, and help candidates reflect upon their developing skills. The school settings and the cooperating teachers are selected on the basis of criteria aligned with LUTE themes. Regularly scheduled professional development workshops are held for cooperating teachers and supervisors. These workshops improve mentoring skills and ensure that performance assessments are conducted systematically.

CONCLUSION

Lehman Urban Transformative Education (LUTE) represents the School of Education’s vision for educators and leaders who are, or who will be, responsible for stimulating and supporting the development of knowledge, skills, practices, and dispositions that enrich individuals and, in turn, communities where they live and work. Our vision is rooted in, and extends, from the missions of both The City University of New York and Lehman College. We seek to facilitate individuals’ access to postsecondary education and occupational opportunities. We also seek to increase personal and social competencies for every PreK-18 student. In all of our work, we strive to close achievement, opportunity, and attainment gaps.

To accomplish our aims and honor our values, the School of Education draws upon a broad set of resources, including theoretical and applied discourse. By taking advantage of currents in thought and practice—past and present—LUTE enables us to instill in people orientations that accentuate highly-principled leadership, critical thinking, thoughtful and considered social action, multicultural and bilingual skills, data-driven equity assessment, and responsible use of technology. We assess educational policies and practices often, and, when necessary, we transform them and the contexts where we work, in collaboration with students, teachers, school counselors, school building and school district leaders, families, and community partners.

The Lehman College School of Education nurtures caring, globally-aware and socially-just teachers, school counselors, and educational leaders through generative, constructivist, and research-driven departmental course and degree offerings. We promote, in collaboration with our partners, innovative practices that affirm diversity, creativity and imagination, integrity, and empowerment. Prospective graduates of our programs and alumni are technologically-proficient, rich in social/cultural capital, and capable of teaming with children, youth, families, schools, and communities in pursuit of equitable educational outcomes.

To implement our aims, we work collectively within our four working theme areas to:

- Empower Learners (Theme I)
- Educate for Equity (Theme II)
- Realize Potential (Theme III)
- Affirm Diversity (Theme IV)

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National Association for the Education of Young Children (NAEYC)
National Office for School Counselor Advocacy at the College Board 8 Essential Elements of
Career and College Readiness Counseling (NOSCA, 2011)
New York State Educator Code of Ethics

APPENDICES

Appendix A: Knowledge, Skills, and Dispositions

Theme I: Empower Learners

- **Lehman graduates will demonstrate knowledge of:**
 - child, youth, and adult development
 - cultures within which individuals develop
 - content areas aligned with state, national, and NCATE/SPA standards
 - key theorists/practitioners
 - inquiry-based pedagogy
- **Lehman graduates will demonstrate the following skills:**
 - observation, description, and documentation of practice
 - organization of ideas in logical and coherent structure
 - selection and implementation of evidence based practice which relies on inquiry and collaboration among educators and learners
 - reflection on practice and critically analyze received knowledge
 - use of technology critically and responsibly
- **Lehman graduates will demonstrate the following dispositions:**
 - respect for human relationships, the process of inquiry, and varied perspectives
 - commitment to on-going assessment and self-reflection
 - willingness to empower children, youth, and adults through opportunities to construct learning, and inspire a passion for learning

Theme II: Educate for Equity

- **Lehman graduates will demonstrate knowledge of:**
 - issues of social justice
 - ways to facilitate social change
- **Lehman graduates will demonstrate the following skills:**
 - reflection on and engage in effective practice
 - use of technology that promotes social justice
- **Lehman graduates will demonstrate the following dispositions:**
 - respect for contributions of diverse social organizations
 - commitment to caring for the known injustices and inequities in society
 - willingness to act on understanding of injustices and inequities in society
 - acceptance that all students can learn

Theme III: Realize Potential

- **Lehman graduates will demonstrate knowledge of:**
 - multiple methodologies in professional practice
 - liberal arts and aesthetic education as a basis for enriching our knowledge and practice
- **Lehman graduates will demonstrate the following skills:**
 - high intellectual and emotional expectations for all learners in order to meet diverse needs
- **Lehman graduates will demonstrate the following dispositions:**
 - respect for the liberal arts and aesthetic education
 - commitment to the development and well-being of all children, youth, and adults
 - willingness to recognize that all children, youth, and adults have different needs

Theme IV: Affirm Diversity

- **Lehman graduates will demonstrate knowledge of:**
 - diverse sociocultural contexts
- **Lehman graduates will demonstrate the following skills:**
 - building upon prior knowledge and experiences
 - advocating for safe and equitable schools by fostering mutual respect within schools and classrooms
 - capitalizing on family and community contexts by engaging families in the education of children
- **Lehman graduates will demonstrate the following dispositions:**
 - respect for diverse communities and changing landscapes of multiple ethnicities, immigration status, languages, races, religions, social classes, abilities, ages, appearances, family types, genders, gender identities and expressions
 - commitment to democratic decision-making and social justice

Appendix B: LUTE Alignment with State and National Standards

Introduction to the Definitions and Alignment charts:

Since the original LUTE Framework was created, State and National Standards are far more prominent in providing guidelines for our coursework. There are far more standards now that state what beginning professionals need to know and be able to do. Therefore, it is important that the four themes of the LUTE framework (Empower Our Community of Educators and Learners, Educate and Advocate for Social Action and Equity, Realize Potential, and Affirm Our Diverse Ethnic and Cultural Contexts) align with the State and National Standards for counseling; leadership; and teacher preparation in general, special, and gifted education PreK-12. The appendix provides a brief synopsis of sets of standards that impact our programs. Following that are charts that show the alignment of these standards to the four themes of the LUTE framework.

1. Danielson Framework

Charlotte Danielson (1996) has created an evidence-based framework for teaching based on twenty-two components clustered into four domains.

2. Interstate Teacher Assessment and Support Consortium (INTASC) Standards

The Council of Chief State School Officers (CCSSO), through its Interstate Teacher Assessment and Support Consortium (INTASC) outlines core teaching standards that teachers should know and be able to implement to ensure every PreK-12 student is college/career ready. These standards outline the common principles and foundations of teaching practice that cut across all subject areas and grade levels necessary to improve student achievement. These core teaching standards articulate what effective teaching and learning looks like in a transformed public education system – one that empowers every learner to take ownership of their learning, that emphasizes the learning of content and application of knowledge and skill to real world problems, that values the differences each learner brings to the learning experience, and that leverages rapidly changing learning environments by recognizing the possibilities they bring to maximize learning and engage learners. A transformed public education system requires a new vision of teaching.

3. New York State Teaching Standards

The New York State (NYS) Teaching Standards, Elements and Performance Indicators have been designed for three purposes: 1) to enhance the preparation of teachers by identifying the knowledge and skills that new teachers are expected to have before they enter the classroom; 2) to inform the teacher evaluation process; and 3) to establish benchmarks for teacher career ladders and teacher professional development.

4. National Association for the Education of Young Children (NAEYC)

The NAEYC standards have been developed for professionals working with children in the early childhood developmental period, across various early educational settings serving children from birth through age 8. These settings can include early intervention programs, childcare, Head

Start, preschool, prekindergarten, and primary grades. Today's inclusive early childhood settings—those that include young children with developmental delays and disabilities as well as gifted children—require knowledge of an even wider range of development and learning than was needed in many classrooms of the past. NAEYC and CEC encourage the development of “blended programs” – Initial programs that blend early childhood and special education licensure.

5. Association for Childhood International (ACEI) Standards /National Council on the Accreditation of Teacher Education (NCATE) Standards

ACEI is a global community of educators and advocates who unite knowledge, experience, and perspectives in order to exchange information, explore innovation and advocate for children. Our mission is to promote and support in the global community the optimal education and development of children, from birth through early adolescence, and to influence the professional growth of educators and the efforts of others who are committed to the needs of children in a changing society.

6. Council for Exceptional Children (CEC)

In 1922 the founders of CEC embraced professional standards and ethics for the field of special education, including gifted students. As the recognized leader for special education professional standards, CEC continues to develop standards, ethics and practices, and guidelines to assure that individuals with exceptionalities have well-prepared, career-oriented special educators.

7. International Reading Association (IRA)

Since 1956, the IRA has been a nonprofit, global network of individuals and institutions committed to worldwide literacy. More than 70,000 members strong, the association supports literacy professionals through a wide range of resources, advocacy, volunteerism, and professional development activities promoting literacy for all by: improving the quality of reading instruction, disseminating research and information about reading, and encouraging the lifetime reading habit.

8. Council on the Accreditation of Counseling and Related Educational Programs (CACREP): School Counseling Standards

When a program applies for CACREP accreditation, it is evidence of an attitude and philosophy that program excellence is a fundamental goal. Accreditation entails assessing a program's quality and its continual enhancement through compliance with the CACREP standards. The accreditation process uses both self-assessment and peer assessment to determine how well professional standards are being met. Accredited status indicates to the public at large that a program has accepted and is fulfilling its commitment to educational quality. The CACREP Standards are written to ensure that students develop a professional counselor identity and master the knowledge and skills to practice effectively. Graduates of CACREP-accredited programs are prepared for careers in mental health and human service agencies; educational institutions; private practice; and government, business, and industrial settings.

9. American School Counselor Association (ASCA) Ethical Standards

The American School Counselor Association (ASCA) is a professional organization whose members are school counselors certified/ licensed in school counseling with unique

qualifications and skills to address all students' academic, personal/social and career development needs. Members are also school counseling program directors/supervisors and counselor educators. These ethical standards are the ethical responsibility of school counselors. School counseling program directors/supervisors should know them and provide support for practitioners to uphold them. School counselor educators should know them, teach them to their students and provide support for school counseling candidates to uphold them.

10. National Center for Transformed School Counseling at The Education Trust (NCTSC) Transformed/ 10 New Vision School Counselor Education Program Elements

The National Center for Transforming School Counseling (TSC) works with a network of organizations, state departments of education, school counselor professional associations, higher education institutions, and school districts dedicated to transforming school counselors into powerful agents of change in their schools and in the lives of students. The National Center for Transforming School Counseling promotes a new vision of school counseling in which school counselors advocate for educational equity, access to a rigorous college and career-readiness curriculum, and academic success for all students. Our mission is to transform school counselors into powerful agents of change in schools to close the gaps in opportunity and achievement for low-income students and students of color.

11. National Office for School Counselor Advocacy at the College Board (NOSCA) Eight Essential Elements of College and Career Readiness Counseling

The Eight Components of College and Career Readiness Counseling chart a comprehensive, systemic approach for school counselors' use to inspire all students to, and prepare them for, college success and opportunity — especially students from underrepresented populations. The eight components build aspirations and social capital, offer enriching activities, foster rigorous academic preparation, encourage early college planning, and guide students and families through the college admission and financial aid processes. By implementing these eight components, school counselors provide information, tools and perspective to parents, students, schools and their communities that build college and career readiness for all students.

12. Educational Leadership Constituents Council (ELCC) Building Leader Standards

The National Policy Board for Educational Administration is a national consortium of major stakeholders in educational leadership and policy. The purpose of the Board is to provide a forum for collaborative actions by organizations interested in the advancement of school and school-system leadership. NPBEA brings together chief executives of the American Association of School Administrators, the American Association of Colleges for Teacher Education, the Association for Supervision and Curriculum Development, the Council of Chief State School Officers, the National Association of Elementary School Principals, the National Association of Secondary School Principals, the National Council for Accreditation of Teacher Education, the National Council of Professors of Educational Administration, and the National School Boards Association. These are standards for Advanced Programs in Educational Leadership for Principals, Superintendents, Curriculum Directors, and Supervisors

13. Educational Leadership Constituents Council (ELCC) District Leader Standards Standards for District Leaders and Building Leaders

These standards can be found under “Standards for Advanced Programs in Educational Leadership for Principals, Superintendents, Curriculum Directors, and Supervisors” (see above).

ALIGNMENT

LUTE THEMES WITH DANIELSON FRAMEWORK

LUTE THEMES	Description of Teacher Performance	DANIELSON Framework	Description of Teacher Performance
<p>COMMUNITY OF EDUCATORS AND LEARNERS</p> <p>Empower Learners (student, families, school building and district leaders, families, community partners)</p>	<p>*demonstrate scholarship & service *make a lifelong commitment to grow intellectually, ethically and professionally through critical and reflective practice, community service and membership in professional affiliations *form collaborative relationships with school colleagues, parents and community organizations; *seek out professional knowledge of current and innovative pedagogical theories and practices, including technological advances *value student learning</p>	<p>Component 4a Reflecting on teaching</p> <p>Component 4b Maintaining Accurate Records</p> <p>Component 2a Creating an Environment of Respect & Rapport</p> <p>Component 2b Establishing a Culture for Learning</p> <p>Component 2c Managing Classroom Procedures</p> <p>Component 2d Managing Classroom Behavior</p> <p>Component 2e Organizing the physical space</p>	<p>Candidates reflect on the effectiveness of their lessons.</p> <p>In candidates’ classrooms, interactions with students reflect genuine respect and caring.</p> <p>In candidates’ classrooms, students demonstrate genuine caring for one another and monitor treatment of peers.</p> <p>In candidates’ classrooms, students demonstrate through their active participation, curiosity, and taking initiative that they value the content.</p> <p>Small-group work is well-organized, seamless transition, routines for materials and systems for non-instructional duties are well established with students taking responsibility.</p>
<p>SOCIAL ACTION/EQUITY</p> <p>Educate for Equity (close achievement, opportunity, and attainment gaps)</p>	<p>*empower students to take responsibility for own learning</p>	<p>Component 1f Designing Student Assessments</p>	<p>Candidates establish assessment criteria and standards that are clear; there is evidence that the students contributed to their development.</p>
<p>REALIZE POTENTIAL</p> <p>Realize Potential (PreK-18 students’, families’, teachers’, school counselors’, and school building and district educational leader’s academic, career/college access, and personal/social competencies)</p>	<p>*value and are sensitive to needs of all students</p>	<p>Component 1b Demonstrating knowledge of Students</p>	<p>Candidates display knowledge of child and adolescent development.</p> <p>Candidates display knowledge of the learning process.</p>
<p>DIVERSE ETHNIC AND CULTURAL CONTEXTS</p> <p>Affirm Diversity Ethnic and Cultural Contexts (PreK-18 student’s, teachers’, school counselors’, leaders’, families’,</p>	<p>*respect diversity with and among groups *understand issues associated with multiculturalism, bilingualism, and special learning needs *have the ability and versatility</p>	<p>Component 1b Demonstrating knowledge of Students</p>	<p>Candidates display knowledge of students’ skills knowledge, and language proficiency.</p> <p>Candidates display knowledge of students’ interests and cultural heritage.</p>

		Standard 3 Instructional Practice	Candidates set high expectations and create challenging learning experiences for students. Teachers engage students in the development of multidisciplinary skills, such as communication, collaboration, critical thinking, and use of technology.
		Standard 5 Assessment for Student Learning	Candidates design, select and use a range of assessment tools and processes to measure and document student learning and growth. Candidates prepare student to understand the format and directions of assessments used and the criteria by which the students will be evaluated.
REALIZE POTENTIAL Realize Potential (students', families', teachers', school counselors', school and district leaders', and community partners' academic, career/college access, and personal/social competencies)	*value and are sensitive to needs of all students	Standard 1 Knowledge of Students and Student Learning	Candidates acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.
DIVERSE ETHNIC AND CULTURAL CONTEXTS Affirm Diversity (students', teachers', school counselors', school and district leader, families', and community partners' multiple cultural identities and ensuring school policies/practices result in safe, equitable, and welcoming school cultures and climate)	*respect diversity with and among groups *understand issues associated with multiculturalism, bilingualism, and special learning needs *have the ability and versatility to create optimal learning experiences for students	Standard 1 Knowledge of Students and Student Learning Standard 4 Learning Environment	Candidates demonstrate knowledge of and are responsive to the economic, social, cultural, linguistic, family, and community factors that influence their students' learning. Candidates create a mutually respectful, safe, and supportive learning environment that is inclusive of every student.

LUTE THEMES WITH NAEYC (Early Childhood) STANDARDS

LUTE THEMES	Description of Teacher Performance	NAEYC STANDARDS	Description of Teacher Performance
COMMUNITY OF EDUCATORS AND LEARNERS Empower Learners (students', families, teachers, school counselors, school and district leaders, families, community partners)	*demonstrate scholarship & service *make a lifelong commitment to grow intellectually, ethically and professionally through critical and reflective practice, community service and membership in professional affiliations *form collaborative relationships with school colleagues, parents and community organizations; *seek out professional knowledge of current and innovative pedagogical theories and practices, including technological advances	Standard 6 Becoming a professional	Candidates identify and involve themselves with the early childhood field. Candidates know about and uphold ethical standards and other early childhood professional guidelines. Candidates engage in continuous, collaborative learning to inform practice; use technology effectively with young children, with peers, and as a professional resource. Candidates identify knowledgeable, reflective, and

	*value student learning		critical perspectives on early education. Candidates engage in informed advocacy for young children and the early childhood profession.
SOCIAL ACTION/EQUITY Educate for Equity (close achievement, opportunity, and attainment gaps as well as providing appropriate learning opportunities for our most advanced P-K through Grade 12 students).	*empower students to take responsibility for own learning	Standard 6 Becoming a Professional	Candidates engage in informed advocacy for young children and the early childhood profession
REALIZE POTENTIAL Realize Potential (students', families', teachers', school counselors', school and district leaders', and community partners academic, career/college access, and personal/social competencies)	*value and are sensitive to needs of all students	Standard 1 Promoting child development and learning Standard 2 Building family and community relationships Standard 3 Observing, documenting, and assessing to support young children and families	Candidates know and understand young children's characteristics and needs, from birth through Age 8. Candidates know and understanding the multiple influences on early development and learning. Candidates use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children. Candidates know about and understand diverse family and community characteristics. Candidates support and engage families and communities through respectful, reciprocal relationships. Candidates involve families and communities in young children's development and learning. Candidates understand the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children. Candidates know about and use observation, documentation, and other appropriate assessment tools and approaches, including the use of <i>technology</i> in documentation, assessment and data collection. Candidates understand and practice responsible assessment to promote positive outcomes for each child, including the use of assistive <i>technology</i> for children with disabilities. Candidates know about assessment partnerships with families and with professional

		Standard 4 Using developmentally effective approaches	colleagues to build effective learning environments. Candidates understand positive relationships and supportive interactions as the foundation of their work with young children. Candidates know and understand effective strategies and tools for early education, including appropriate uses of technology. Candidates use a broad repertoire of developmentally appropriate teaching /learning approaches. Candidates reflect on own practice to promote positive outcomes for each child.
DIVERSE ETHNIC AND CULTURAL CONTEXTS Affirm Diversity (students', teachers', school counselors', school and district leaders', families', and community partners' multiple cultural identities and ensuring school policies/practices result in safe, equitable, and welcoming school cultures and climate)	*respect diversity with and among groups *understand issues associated with multiculturalism, bilingualism, and special learning needs *have the ability and versatility to create optimal learning experiences for students	Standard 2 Building family and community relationships	Candidates know about and understand diverse family and community characteristics. Candidates support and engage families and communities through respectful, reciprocal relationships. Candidates involve families and communities in young children's development and learning.

LUTE THEMES WITH ACEI (Childhood) STANDARDS

LUTE THEMES	Description of Teacher Performance	ACEI/ NCATE	Description of Teacher Performance
COMMUNITY OF EDUCATORS AND LEARNERS Empower Learners (students', teachers, school counselors, school and district leaders, families, community partners)	*demonstrate scholarship & service *make a lifelong commitment to grow intellectually, ethically and professionally through critical and reflective practice, community service and membership in professional affiliations *form collaborative relationships with school colleagues, parents and community organizations; *seek out professional knowledge of current and innovative pedagogical theories and practices, including technological advances *value student learning	Standard 5.1 Practices and Behaviors of Developing Career Teachers Standard 5.2 Reflection and Evaluation Standard 5.3 Collaboration with Families Standard 5.4 Collaboration with colleagues and the Community	Candidates understand and apply practices and behaviors that are characteristic of developing career teachers. Candidates are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally. Candidates know the importance of establishing and maintaining a positive and collaborative relationship with families to promote the academic, social and emotional growth of children. Candidates foster relationships with school colleagues and agencies in the larger community to support students' learning and well-being.

<p>Affirm Diversity (students', teachers', school counselors', school and district leaders', families', and community partners' multiple cultural identities and ensuring school policies/practices result in safe, equitable, and welcoming school cultures and climate)</p>		<p>Standard 5.4 Collaboration with colleagues and the Community</p>	<p>positive and collaborative relationship with families to promote the academic, social and emotional growth of children</p> <p>Candidates foster relationships with school colleagues and agencies in the larger community to support students' learning and well-being.</p>
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LUTE THEMES WITH CEC (Exceptional Children) STANDARDS

LUTE THEMES	Description of Teacher Performance	CEC STANDARDS	Description of Teacher Performance
<p>COMMUNITY OF EDUCATORS AND LEARNERS</p> <p>Empower Learners (students, families, teachers, school counselors, school and district leaders, community partners)</p>	<p>*demonstrate scholarship & service *make a lifelong commitment to grow intellectually, ethically and professionally through critical and reflective practice, community service and membership in professional affiliations *form collaborative relationships with school colleagues, parents and community organizations; *seek out professional knowledge of current and innovative pedagogical theories and practices, including technological advances *value student learning</p>	<p>Standard 1 Foundations</p> <p>Standard 9 Professional and Ethical Practice</p> <p>Standard 10 Collaboration</p>	<p>Candidates use their knowledge of the field to construct their own personal understandings and philosophies of special education.</p> <p>Candidates view themselves as lifelong learners and regularly reflect on and adjust their practice. Special educators are sensitive to the many aspects of diversity of individuals with exceptional learning needs and their families. They actively plan and engage in activities that foster professional growth and keep them current with evidence-based best practices.</p> <p>Candidates routinely and effectively collaborate with families, other educators, related service providers and personnel from community agencies in culturally responsive ways.</p>
<p>SOCIAL ACTION/EQUITY</p> <p>Educate for Equity (close achievement, opportunity, and attainment gaps)</p>	<p>*empower students to take responsibility for own learning</p>	<p>Standard 4 Instructional Strategies</p> <p>Standard 5 Learning Environments</p> <p>Standard 8 Assessment</p>	<p>Candidates select, adapt and use instructional strategies to promote positive learning results in general and special curricula.</p> <p>Candidates create learning environments that foster cultural understanding, safety and emotional well-being, positive social interactions and active engagement of individuals with exceptional learning needs.</p> <p>Candidates use multiple types of assessment information for a variety of educational decisions. They understand the legal policies and ethical principles of measurement/assessment related to referral, eligibility, instruction and placement for individuals with exceptional learning needs,</p>

			including those from culturally and linguistically diverse backgrounds.
<p>REALIZE POTENTIAL</p> <p>Realize Potential (students', families', teachers', school counselors', school and district leaders', and community partners' academic, career/college access, and personal/social competencies)</p>	<p>*value and are sensitive to needs of all students</p>	<p>Standard 2 Development and Characteristics of Learners</p> <p>Standard 7 Instructional Planning</p>	<p>Candidates use their knowledge of exceptional conditions and similarities/differences in human development to respond to the varying abilities and behaviors of individuals with exceptional learning needs.</p> <p>Candidates develop long-range individualized instructional plans which are translated into carefully selected shorter-range goals and modified based on ongoing analysis of the individual's learning progress.</p>
<p>DIVERSE ETHNIC AND CULTURAL CONTEXTS</p> <p>Affirm Diversity (students', families', teachers', school counselors', school and district leaders', and community partners' multiple cultural identities and ensuring school policies/practices result in safe, equitable, and welcoming school cultures and climate)</p>	<p>*respect diversity with and among groups</p> <p>*understand issues associated with multiculturalism, bilingualism, and special learning needs</p> <p>*have the ability and versatility to create optimal learning experiences for students</p>	<p>Standard 3 Individual Learning Differences</p> <p>Standard 6 Language</p>	<p>Candidates are active and resourceful in seeking to understand how primary language, culture, and familiar backgrounds interact with the individual's exceptional condition.</p> <p>Candidates use communication strategies and resources to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not English.</p>

LUTE THEMES with IRA (International Reading Association) STANDARDS

LUTE THEMES	Description of Teacher Performance	IRA STANDARDS	Description of Teacher Performance
<p>COMMUNITY OF EDUCATORS AND LEARNERS</p> <p>Empower Learners (students, families, teachers, school counselors, school and district leaders, families, community partners)</p>	<p>*demonstrate scholarship & service</p> <p>*make a lifelong commitment to grow intellectually, ethically and professionally through critical and reflective practice, community service and membership in professional affiliations</p> <p>*form collaborative relationships with school colleagues, parents and community organizations;</p> <p>*seek out professional knowledge of current and innovative pedagogical theories and practices, including technological advances</p> <p>*value student learning</p>	<p>Standard 1 Foundational Knowledge</p> <p>Standard 6 Professional Learning and Leadership</p>	<p>Candidates understand major theories and empirical research that describe the cognitive, linguistic, motivational, and socio cultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections. Candidates understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components. Candidates understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.</p> <p>Candidates demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional</p>

			students' use of traditional print, digital, and online resources in reading and writing instruction. Candidates design a social environment that is low-risk, includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write. Candidates use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback). Candidates use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.
DIVERSE ETHNIC AND CULTURAL CONTEXTS Affirm Diversity (students', families', teachers', school counselors', school and district leaders', and community partners' multiple cultural identities and ensuring school policies/practices result in safe, equitable, and welcoming school cultures and climate)	*respect diversity with and among groups *understand issues associated with multiculturalism, bilingualism, and special learning needs *have the ability and versatility to create optimal learning experiences for students	Standard 4 Diversity	Candidates recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write. Candidates use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity. Candidates develop and implement strategies to advocate for equity.

LUTE THEMES WITH CACREP (School Counselor) STANDARDS

LUTE THEMES	Description of School Counselor Performance	CACREP School Counselor Specialty Standards	Description of School Counselor Performance
COMMUNITY OF EDUCATORS AND LEARNERS Empower Learners (students, families, teachers, school counselors, school and district leaders, families, community partners)	*demonstrate scholarship & service *make a lifelong commitment to grow intellectually, ethically and professionally through critical and reflective practice, community service and membership in professional affiliations *form collaborative relationships with school colleagues, parents and community organizations; *seek out professional knowledge of current and innovative pedagogical theories and practices, including technological advances *value student learning	Foundations	School counseling candidates know roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professionals and support personnel in the schools.
SOCIAL ACTION/EQUITY Educate for Equity (close achievement, opportunity, and attainment gaps)	*empower students to take responsibility for own learning	Diversity and Advocacy	School counseling candidates understand the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.

			<p>School counseling candidates advocate for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.</p> <p>School counseling candidates advocate for policies, programs, and services that are equitable and responsive to the needs of postsecondary students.</p>
<p>REALIZE POTENTIAL</p> <p>Realize Potential (students', families', teachers', school counselors', school and district leaders', community partners' academic, career/college access, and personal/social competencies)</p>	<p>*value and are sensitive to needs of all students</p>	<p>Diversity and Advocacy</p>	<p>School counseling candidates advocate for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.</p> <p>School counseling candidates engage parents, guardians, and families to promote the academic, career, and personal/social development of students.</p>
<p>DIVERSE ETHNIC AND CULTURAL CONTEXTS</p> <p>Affirm Diversity (students', families', teachers', school counselors', school and district leaders', and community partners' multiple cultural identities and ensuring school policies/practices result in safe, equitable, and welcoming school cultures and climate).</p>	<p>*respect diversity with and among groups</p> <p>*understand issues associated with multiculturalism, bilingualism, and special learning needs</p> <p>*have the ability and versatility to create optimal learning experiences for students</p>	<p>Diversity and Advocacy</p>	<p>School counseling candidates understand the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.</p> <p>School counseling candidates advocate for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.</p>

LUTE THEMES WITH ASCA (School Counselor) ETHICAL STANDARDS

LUTE THEMES	Description of School Counselor Performance	ASCA Code of Ethics	Description of School Counselor Performance
<p>COMMUNITY OF EDUCATORS AND LEARNERS</p> <p>Empower Learners (teachers, school counselors, school and district leaders, families, community partners)</p>	<p>*demonstrate scholarship & service</p> <p>*make a lifelong commitment to grow intellectually, ethically and professionally through critical and reflective practice, community service and membership in professional affiliations</p> <p>*form collaborative relationships with school colleagues, parents and community organizations;</p> <p>*seek out professional knowledge of current and innovative pedagogical theories and practices, including technological advances</p> <p>*value student learning</p>		<p>Professional school counselors are advocates, leaders, collaborators, and consultants who create opportunity for equity in access and success in educational opportunities by connecting their programs to the mission of schools.</p> <p>Professional school counselors ensure equitable academic, career, post-secondary access and personal/social opportunities for all students through the use of data to help close achievement gaps and opportunity gaps.</p>
<p>SOCIAL ACTION/EQUITY</p> <p>Educate for Equity (close</p>			

achievement, opportunity, and attainment gaps)			
REALIZE POTENTIAL Realize Potential (students', families', teachers', school counselors', school and district leaders', and community partners' academic, career/college access, and personal/social competencies)	*value and are sensitive to needs of all students		Professional school counselors actively participate in professional associations and share results and best practices in assessing, implementing, and annually evaluating the outcomes of data-driven school counseling programs with measurable academic, career/college, and personal/social competencies for every student.
DIVERSE ETHNIC AND CULTURAL CONTEXTS Affirm Diversity (students', families', teachers', school counselors', school and district leaders', and community partners' multiple cultural identities and ensuring school policies/practices result in safe, equitable, and welcoming school cultures and climate)	*respect diversity with and among groups *understand issues associated with multiculturalism, bilingualism, and special learning needs *have the ability and versatility to create optimal learning experiences for students		Professional school counselors develop competencies in how prejudice, power, and various forms of oppression such as ableism, ageism, classism, familyism, genderism, heterosexism, immigrationism, linguicism, racism, religionism and sexism affect self, students and all stakeholders.

LUTE THEMES WITH NCTSC (New Vision School Counselor)

LUTE THEMES	Description of School Counselor Performance	NCTSC 10 New Vision SC Practices	Description of Program Elements
COMMUNITY OF EDUCATORS AND LEARNERS Empower Learners (teachers, school counselors, school and district leaders, families, community partners)	*demonstrate scholarship & service *make a lifelong commitment to grow intellectually, ethically and professionally through critical and reflective practice, community service and membership in professional affiliations *form collaborative relationships with school colleagues, parents and community organizations; *seek out professional knowledge of current and innovative pedagogical theories and practices, including technological advances *value student learning		
SOCIAL ACTION/EQUITY Educate for Equity (close achievement, opportunity, and attainment gaps)	*empower students to take responsibility for own learning	Element 1 A mission statement unique to the program that reflects NCTSC principles	At a minimum, the mission statement should reflect a commitment to train future school counselors to be leaders and advocates in schools. It should address issues of access, equity, and social justice for all students. Ideally, the mission statement should reflect a commitment to close the achievement gaps and work to ensure success in a college and career ready curriculum for all students."
REALIZE POTENTIAL	*value and are sensitive to needs of all students	Element 4 Curricular Reform of	The curriculum for graduate students should be a structured sequence of

Realize Potential (students', families', teachers', school counselors', school and district leaders', and community partners' academic, career/college access, and personal/social competencies)		Content and Sequence	courses that prepares students to be leaders and advocates committed to educational equity for all students. Counselor Educators should systematically review and redesign curricular offerings to incorporate current school counseling practices.
DIVERSE ETHNIC AND CULTURAL CONTEXTS Affirm Diversity (students', families', teachers', school counselors', school and district leaders', and community partners' multiple cultural identities and ensuring school policies/practices result in safe, equitable, and welcoming school cultures and climate)	*respect diversity with and among groups *understand issues associated with multiculturalism, bilingualism, and special learning needs *have the ability and versatility to create optimal learning experiences for students	Element 7 Working Relationships with Community Partners	The program should plan and coordinate relationships among universities and agencies so that all students have access to resources in their communities. Preparing school counselors to be brokers of community services can help eliminate the opportunity gap for some students."

LUTE THEMES WITH NOSCA (Elements of College/Career Readiness)

LUTE THEMES	Description of School Counselor Performance	NOSCA Eight Elements of College and Career Readiness Counseling	Description of School Counselor Performance
COMMUNITY OF EDUCATORS AND LEARNERS Empower Learners (students, families, teachers, school counselors, school and district leaders, families, and community partners)	*demonstrate scholarship & service *make a lifelong commitment to grow intellectually, ethically and professionally through critical and reflective practice, community service and membership in professional affiliations *form collaborative relationships with school colleagues, parents and community organizations; *seek out professional knowledge of current and innovative pedagogical theories and practices, including technological advances *value student learning	Element 6 College Affordability Planning	Counselors provide students and families with comprehensive information about college costs, options for paying for college, and financial aid and scholarship processes and eligibility requirements, so they are able to plan for and afford a college education.
SOCIAL ACTION/EQUITY Educate for Equity (close achievement, opportunity, and attainment gaps)	*empower students to take responsibility for own learning	Element 4 College and Career Exploration and Selection Processes	Counselors provide early and ongoing exposure to information and experiences and information necessary to make informed college and career decisions.
REALIZE POTENTIAL Realize Potential (students', families', teachers', school counselors', and school and district leaders' and community partners' academic, career/college access, and personal/social competencies)	*value and are sensitive to needs of all students	Element 2 Academic planning for college and career readiness	Counselors advance students' planning, preparation, participation, and performance in rigorous academic program that connects to their college and career aspirations and goals.
DIVERSE ETHNIC AND CULTURAL CONTEXTS Affirm Diversity (students', families', teachers', school counselors', school and district	*respect diversity with and among groups *understand issues associated with multiculturalism, bilingualism, and special learning needs *have the ability and versatility to	Element 1 Build college aspirations	Counselors build a college-going culture by nurturing student confidence to aspire to college and the resilience to overcome challenges along the way.

leader's, and community partners' multiple cultural identities and ensuring school policies/practices result in safe, equitable, and welcoming school cultures and climate)	create optimal learning experiences for students	Element 8 Transition from High School Graduation to College Enrollment	Counselors connect students to school and community resources to overcome barriers and ensure the successful transition from high school to college.
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LUTE THEMES WITH ELCC (Building Leader) STANDARDS

LUTE THEMES	Description of Building Leader Performance	Building Leader Standards	Description of Building Leader Performance
COMMUNITY OF EDUCATORS AND LEARNERS Empower Learners (students, families, teachers, school counselors, school and district leaders, community partners)	*demonstrate scholarship & service *make a lifelong commitment to grow intellectually, ethically and professionally through critical and reflective practice, community service and membership in professional affiliations *form collaborative relationships with school colleagues, parents and community organizations; *seek out professional knowledge of current and innovative pedagogical theories and practices, including technological advances *value student learning	Standard 1 Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school vision of learning supported by the school community.	Candidates can formulate the initiatives necessary to motivate staff, students, and families to achieve the school's vision.
SOCIAL ACTION/EQUITY Educate for Equity (close achievement, opportunity, and attainment gaps)	*empower students to take responsibility for own learning	Standard 6 Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.	Candidates advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.
REALIZE POTENTIAL Realize Potential (students', families', teachers', school counselors', and school and district leaders', and community partners' academic, career/college access, and personal/social competencies)	*value and are sensitive to needs of all students		
DIVERSE ETHNIC AND CULTURAL CONTEXTS Affirm Diversity (students', families', teachers', school counselors', school and district leaders', and community partners' multiple cultural identities and ensuring school policies/practices result in safe, equitable, and welcoming school cultures and climate)	*respect diversity with and among groups *understand issues associated with multiculturalism, bilingualism, and special learning needs *have the ability and versatility to create optimal learning experiences for students	Standard 2 Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional, applying best practice to student	Candidates assess school culture using multiple methods and implement context-appropriate strategies that capitalize on the diversity (e.g., population, language, disability, gender, race, socio-economic) of the school community to improve school programs and culture.

		learning, and designing comprehensive professional growth plans for staff.	
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LUTE THEMES WITH ELCC (District Leader) STANDARDS

LUTE THEMES	Description of District Leader Performance	District Leader Standards	Description of District Leader Performance
COMMUNITY OF EDUCATORS AND LEARNERS Empower Our Community of Educators and Learners (teachers, school counselors, school and district leaders, families, community partners)	*demonstrate scholarship & service *make a lifelong commitment to grow intellectually, ethically and professionally through critical and reflective practice, community service and membership in professional affiliations *form collaborative relationships with school colleagues, parents and community organizations; *seek out professional knowledge of current and innovative pedagogical theories and practices, including technological advances *value student learning	Standard 1 Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a district vision of learning supported by the school community.	Candidates demonstrate the ability to plan programs to motivate staff, students, and families to achieve a school district's vision.
SOCIAL ACTION/EQUITY Educate and Advocate for Social Action and Equity (closing achievement, opportunity, and attainment gaps)	*empower students to take responsibility for own learning	Standard 6 Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.	Candidates demonstrated the ability to advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.
REALIZE POTENTIAL Realize Potential (PreK-18 student, family, teacher, school counselor, and educational leader academic, career/college access, and personal/social competencies)	*value and are sensitive to needs of all students		
DIVERSE ETHNIC AND CULTURAL CONTEXTS Affirm Our Diverse Ethnic and Cultural Contexts (PreK-18 student, teacher, school counselor, leader, family, and community)	*respect diversity with and among groups *understand issues associated with multiculturalism, bilingualism, and special learning needs *have the ability and versatility to create optimal learning experiences	Standard 2 Candidates who complete the program are educational leaders who have the knowledge and ability to promote the	Candidates assess school culture using multiple methods and implement context-appropriate strategies that capitalize on the diversity (e.g., population, language, disability, gender, race, socio-economic) of the school community

partner multiple cultural identities and ensuring school policies/practices result in safe, equitable, and welcoming school cultures and climate)	for students	success of all students by promoting a positive school culture, providing an effective instructional, applying best practice to student learning, and designing comprehensive professional growth plans for staff.	to improve school programs and culture.
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